P-L PERFECT
LOOSE LEAF NOTE BOOK
FULL BLACK CLOTH
No. 825

COVER NUMBER	STYLE	FILLER NUMBER	SIZE OF FILLER
80[illegible]	[illegible] END	807 Ruled M L 807½ PLAIN	8½
808	OPEN END	809 Ruled M L 809½ PLAIN	6 x 9½
810	OPEN END	811 Ruled M L 811½ PLAIN	7½ x 9½
812	OPEN END	813 Ruled M L 813½ PLAIN	8 x 10½
817	OPEN SIDE	818 Ruled M L 818½ PLAIN	8¼ x 6⅜
821	OPEN SIDE	822 Ruled M L 822½ PLAIN	9½ x 6
823	[illegible]	824 Ruled M L 824½ PLAIN 824¾ QUADRILLE	[illegible]½
825	SIDE	826 Ruled M L 826½ PLAIN 826¾ QUADRILLE	10½ x 8

Fillers furnished 50 sheets and ½lb. packages

PECKHAM LITTLE & CO.
SCHOOL and COLLEGE SUPPLIES
57-59 East 11th St., -:- NEW YORK CITY

1932

x

This marks the beginning of a new period in our lives from now on 1932 — we are John, Dawn, Ann, & Sally. — The last member of the family was rather "untimely snatched" by 2 - 3 weeks and to me seemed in consequence to suffer from various digestive troubles. She showed a ravenous hunger which was not satisfied by her mother after the first week and so was put upon the more stable nourishment of a bottle. I think we advanced the strength of the formula too quickly & a pyloric stenosis was aggravated by this improper food. The mother prospered & grew strong. Sally was a constant care & worry. The violent vomitings continued. We finally left the Hospital for Hadley. Ann left Bolton the same day [as did Uncle for an abdominal operation of a serious nature.] The family reunited was busy but happy indeed. Ann tried at first to play bean bag with Sally. She tried to help hold Sally's bottles & nearly shoved them down her throat. In fact she conceded regretfully that Sally was too small to play with and queried from time to time: "Mummy why did you get Sally?" But as months go by & Sally shows tremendous interest & affection for Ann, Ann too, reciprocates with moments of tender affection beyond reproach. When thoughtless elders try to tease Ann by threatening to take Sally home with them Ann now answers: "You can't have her, I want to play with her someday." It should be said that Nan MacDonald - & Alice Nichols and then our devoted Mrs Scott have helped me to survive the extra-curriculum. Fortunately John & Ann & I have all been splendidly well & Sally grows better as she grows older.

Dec 19th Jan 7th

In the Hospital: Wt at birth 6-15½ to 7-2

Refer to Dr. MacDonald for details – My memory is that S. gained the first week on breast milk, 4 hr feedings and began losing the 2nd week. Supplementary feedings were given because S. was so hungry. She did not gain regularly at all. After two weeks breast was discontinued & only bottle given – (12-10-2) Formula was increased but vomiting continued – nature of vomiting was like projectile. The entire feeding was lost in one forceful outpouring. Finally a 3 hr. schedule was tried & formula was by this time 15-10-2½. This helped to allay the ravenous behavior & seemed to cut down vomiting.

At Home – first week. Jan 7th – Jan 14th. 7-2 to 7-13

Nurse MacDonald still in charge. S. on 3 hr schedule – sporadic vomiting & intermittent gain. Bowels frequent, loose & irritating. Three drops of paregoric ordered & increase of food (18-10-2½) (20-10-2½) (22-10-2½) Milk of bismuth for bowels – & 1 drop of belladonna for vomiting – Bowels not improved. S. lost probably one feeding daily but not regularly the same feeding. Miss MacD. used to feed a second bottle after loss of first & this was always retained. She always took ½ hr. or more for a feeding even up to an hour. Occasionally 2 feedings were lost. S. cried a good deal & often seemed in pain. Much gas.

At Home second week & beginning of third Jan 14th to [illegible]

S. lost bottle daily. Even with bismuth bowels passed with curdy mass enveloped in mucous & bubbly liquid which soaks into diaper. Buttocks irritated. Paregoric & belladonna continued (3+1) but S. seemed unaffected by these – crying a good deal – even from one hour

EDWARD P. BAGG, JR., M. D.
Holyoke, Mass.

FORMULAE Boil milk 10 to 20 min in double boiler.

	MONTHS	5	6	8			
3	Top cream						
	Whole milk						
25	Skim milk	25	26½	28			
	Milk sugar						
	Malt sugar #3	2½ Tbsp	2				
	Cane sugar						
	Sodium citrate						
12	Lime water	1	1	1			
188	Boiled water	9 oz.	9½	10			
	Barley water						
	Rice water						
	Feedings	7	7				
	Ounces	3	3½				
	Intervals	2½-3 hrs					

Lanolin + Scanlan Morse & Hathaway

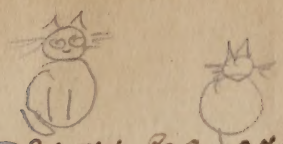
10 p.m. (2) 6 a.m.

Change to Pabst Malt sugar in 2 days if no better Ord. #3

Give 1-2 teasp Sod. Organ. Sol. (¼ teasp ½ cup boiled water) before each feeding

If vomiting, fulness, give 24 hours rectal Sol. & 1 drop Paregoric 1 or 2

MAKE A KITTY



DRAWN FOR ANN

after a feeding until the next as I did not give a second bottle but did give water which was taken even as much as 3½ oz. (Sat. P.M.) S. seems ravenous mostly, yet goes to sleep after 3 oz of a 5 oz bottle only to wake an hour or so before the next feeding. S. cries as tho' in pain & rests between attacks.

This chronicle was cut short because I couldn't seem to take the time to write it all down. But we were in constant touch w/ Dr Young. Nan MacDonald went away Jan 14th (?) (Roy's mother died.) and tho' we missed Nan awfully we carried on.

Finally Dr Bagg looked over Sally carefully (Jan 19th) and assured us that he felt the trouble was a spasm of the pylorus which S. would outgrow & not a progressive closing of the opening. He suggested corrections as to Dex/maltose & sugar content to aid her digestion. These Dr Young passed upon & amended & so we carried on with appreciation indeed of the care both doctors took of Sally. She seemed to improve with less frequent vomitings until March 4th is moment does as being the date of the last violent eruption. This was during a visit of Mrs Ruth Sessions. She & Alice Nichols returned to Syracuse on March 10/32.

Jan 1932
Ann 2yrs 2mos
Sally almost 8wks.

Sally & her fond parent

Ann holding Sally -

Ann is holding Sally's hands from
Sally's face -

Ann holding Sally - Jan 1932.
Sally almost 8 wks old -
Ann 2 yrs 2 mos.

There were the days of saline enemas: 1 tea salt to pt. warm water. Increased belladonna to 2 or even 3 drops to prevent vomiting - We were calling Dr Young every three or four days. The vomiting continued - - - finally we visited Dr Bagg on Jan 19th & he said there were no signs of progressive pyloric stenosis.

Sally asleep after her 10 AM feeding - lying on a pillow in John's armchair.

Feb 12/32. Sally on her face - She looks like a grub to her fond mother.

RICHARD M. SMITH, M. D.
J. HERBERT YOUNG, M. D.
RICHARD S. EUSTIS, M. D.
ROBERT D. CURTIS, M. D.
HENRY E. GALLUP, M. D.

J. HERBERT YOUNG, M. D.
66 COMMONWEALTH AVENUE
BOSTON

11 February 1932.

My dear Mrs Sessions:-

My advice for the present is to keep things just as they are, 2 a.m. feeding and all. While she is thriving and gaining let's put off with the night feeding a little longer. Her present formula more than supplies her calorie requirements so she should continue to gain without any stronger food for some little time.

Hot water bottles now and the warm sunshine we should get before very long should take care of her for circulation.

Sincerely
J. Herbert Young.

RICHARD M. SMITH, M. D.
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HENRY E. GALLUP, M. D.

J. HERBERT YOUNG, M. D.
66 COMMONWEALTH AVENUE
BOSTON

February 29. 1932

Mrs. John Sessions
Phelps Farm
Hadley, Mass.

My dear Mrs. Sessions:

Everything concerned, I should think your scheme of dividing the present food in five feedings instead of six, in that way eliminating the two A. M. feeding, was worth trying. I agree that you should have more than two and a half hours sleep at a time. Anyway this is a good time to try, and if it doesn't work, we can easily go back to this feeding for a while longer.

Let me know when you come to Boston, and come in and we will talk it all over.

Very truly yours,

J. Herbert Young

J. Herbert Young, M. D.

RICHARD M. SMITH, M. D.
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HENRY E. GALLUP, M. D.

J. HERBERT YOUNG, M. D.
66 COMMONWEALTH AVENUE
BOSTON

March 23, 1932

Mrs. John Sessions
Phelps Farm
Hadley, Mass.

My dear Mrs. Sessions:

Keep your formula and the amount at each feeding just as it is, EXCEPT, instead of making your barley one level tablespoon of barley flour to the pint of water, use two tablespoons, and this can be later increased to three tablespoons, and use 9 oz. in your formula as at present. This is barley water. The three tablespoons to the pint is barley jelly, and later this can be used as a cereal.

Very truly yours,

J. H. Young

B. F.

J. Herbert Young, M. D.

Ann in a Cave at the Mica Mine one snowy day in March when Eunice Higgins and Ann + I took a walk in the woods. There was a good crust to walk on. The lower picture of Ann eating snow gives an idea of the relative size of Ann in the woods. She used to trudge uncomplainingly thru deep snow + was out in all but the very worst weather - March 1932.

March 1932.

Another of Eunice & Ann - It is Eunice's dog. I had Alice Nichols helping in house - and Granny staying in Jimmy's Chaise House for a visit of Three weeks or so.

On the right when asked what she was doing Ann answered blithely "making soup". It was indeed a mock-turtle mess of mud, snow, & water stirred assiduously.

March 1932.

— More soup —

Please notice how Ann sits on air — there is truly nothing beneath her & yet she squats as though she were resting comfortably.

Sally spends these days sleeping on the South porch in her carriage.

RICHARD M. SMITH, M. D.
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ROBERT D. CURTIS, M. D.
HENRY E. GALLUP, M. D.

J. HERBERT YOUNG, M. D.
66 COMMONWEALTH AVENUE
BOSTON

April 1, 1932

Mrs. John Sessions
Phelps Farm
Hadley, Mass.

My dear Mrs. Sessions:

Your problem with Anne is a not uncommon one, but it is sometimes difficult to find out the exact cause of these fears. Have you ever read Dr. Thom's book, Everyday Problems of the Everyday Child? You might find something in it which would help you.

Try to find out if possible what her fears are, and by talking them over with her and explaining matters, see if you cannot get at the root of the trouble. She should be kept free from all excitement before going to bed.

Sincerely yours,

J. Herbert Young

J. Herbert Young, M. D.

RICHARD M. SMITH, M. D.
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J. HERBERT YOUNG, M. D.
66 COMMONWEALTH AVENUE
BOSTON

April 27, 1932

Mrs. John Sessions
Phelps Farm
Hadley, Mass.

My dear Mrs. Sessions:

As soon as your baby is hungry increase the barley flour to three level tablespoons to a pint of water, and use in the same proportions as you are now using. This proportion makes barley jelly, and the next step is to give some of this seperately twice a day as a cereal.

Very truly yours,

J. Herbert Young

J. Herbert Young, M. D.

This increase was immediate & the formula stood as it has for a long time 27-9-3½.

RICHARD M. SMITH, M. D.
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J. HERBERT YOUNG, M. D.
66 COMMONWEALTH AVENUE
BOSTON

7 June 1932.

My dear Mrs Seviours:-

If we are to continue with only four feedings a day we must bring down your daughter more to eat, and it certainly is a shame to go back to ~~at~~ a 10 P.M. feeding when she will sleep all night.

The salve like consistency of the movements are absolutely characteristic of skimmed milk. I would continue this for a while longer, however, and when you get a little bit of the cream back at a time. I would persist with trying to feed the cereal with a spoon, you

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J. HERBERT YOUNG, M. D.
66 COMMONWEALTH AVENUE
BOSTON

could by farina or cream of wheat.
See that the cereal is salted so
it does not taste flat.

Begin now to give vegetable
soup at noon. I am enclosing
diet list and soup recipe. If
you would rather you could
give Cloffs Baby Soup instead
of making it yourself.

Sincerely yours

J. Herbert Young

DIET LIST—1 June 8th 1932.

6.00—7.00 a.m. ~~Whole milk~~ or Formula—8 ounces

8.30 a.m. Orange juice—1 ounce with water 1 ounce
a tomato juice

10.00 a.m. Barley or groats jelly, or cereal (cream of wheat, farina, or ~~strained oatmeal~~ cooked 2 to 3 hours)—1 to 4 tablespoons

~~Whole milk~~ or Formula—6 to 8 ounces

2.00 p.m. Vegetable soup—2 to 6 ounces
and
~~Whole milk~~ or Formula—4 to 6 ounces

~~OR~~

~~Beef juice~~ (1 or 2 times a week)—1 to 2 ounces

OR

~~Egg yolk,~~ hard boiled or grated (1 to 2 times a week)
and
~~Green vegetable~~, strained (spinach, peas, string beans, stewed celery, stewed lettuce, stewed beet greens, stewed chard, young carrots, or asparagus)—1 to 2 tablespoons

~~Starchy vegetable~~ (rice, macaroni, or spaghetti)—1 to 2 tablespoons

~~Whole milk or Formula~~—4 to 6 ounces

4.30 p.m. Orange juice or prune juice—1 to 2 tablespoons with water

~~Zwiebach~~

5.30—6.00 p.m. Cereal jelly or cereal—1 to 4 tablespoons

~~Whole milk~~ or Formula—6 to 8 ounces

BLE SOUP

tton or chicken.
um sized carrot.
spinach plants,
or
head of lettuce,
or
of celery.
um sized potato.
tablespoons of rice or
ey.

this uniform + always good.

the meat, cut the meat into
of salt and 2 quarts of cold
for about 2½ hours. Strain
ner to remove the meat; add
chopped fine to the broth.
til the vegetables are soft and
rt. Mash the vegetables and
with the broth. Cool and remove the fat from the top. Reheat the soup before using.

Give 2 to 6 ounces with the midday feeding. Reduce the amount of milk given at this feeding a corresponding amount.

Caution. This soup should be cooled quickly and kept cold to prevent souring.

June 22/32-

Note the smile on the face of the tiger.

Dobbin the horse - Janet, an early most precious rag doll and Pinocchio also feature in this lower picture.

June 22/32.

July 2/32.

Ann is really trying to take the kitten away from 'Skeeter' Sauer (young George) who visited us for tea with Dot & George this afternoon. I think Skeeter is 2yrs older than Ann. The kitten is Ann's Prince of Wales.

Our best picture of Twinkie - The poor kitten! When Ann passed Skeeter his cinnamon toast & he was sloshed on the pick up she asked very seriously: "What's the matter darling?"

5 PM July 2. 32.

Sally seems to be feeling for the teeth not yet through - It is also time for cereal & milk.

10 AM July 3. 32.

Sally Sessions on the South porch July 3/32 -
up to Dr Smith's weight chart for a normal baby of her age - no teeth -

Sally often considers them with just such an expression —

— and here she lifts the tray to show what she can do.

— the photographer considers this the best picture of Sally - note the wave of greeting.

She often regards the Kitty in this way -

RICHARD M. SMITH, M. D.
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J. HERBERT YOUNG, M. D.
66 COMMONWEALTH AVENUE
BOSTON

July 28, 1932

Mrs. John Sessions
Phelps Farm
Hadley, Mass.

My dear Mrs. Sessions:-

I am enclosing a new diet list for your Sally. I think we may now begin to give her a little green and starchy vegetable. Far be it from me to do anything that would injure the milk business, but I really think it best for Sally to take her cereal, soup, or vegetables, and then take what milk she wants after these. I would keep my formula as it is at present. Considering the amount of sunshine she is getting, I do not think it necessary for her to take either Viosterol or Cod liver oil this summer. It would probably be best to start one or the other about the middle of October.

In regard to Anne, there is no way, as far as I know, other than drugs to make a child sleep when she does not want to. I would, however, put her in her bed, and leave her alone for this nap time. If she prefers to play with her toys rather than sleep, I would not bother about it, and I certainly would not restrain her in this warm weather.

Very truly yours,

J. Herbert Young

J. Herbert Young, M. D.

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J. HERBERT YOUNG, M. D.
66 COMMONWEALTH AVENUE
BOSTON

August 26, 1932

Mrs. John Sessions
Phelps Farm
Hadley, Mass.

My dear Mrs. Sessions:

I should not worry one bit about Sally. Babies always slow up at this age, and it is probably due to cutting teeth and increased physical activity. I assume that you are still using Dextri-Maltose in her formula. You will probably find that her movements will be less loose if you cut this down, or omit it entirely.

I should not make too much of a fight about feeding her, but see that she has her cereals and her soup according to the diet list. It is much better that she should take these than too much milk, consequently these had better be given first, and then she should be allowed to take what milk she wants to afterwards.

Very truly yours,

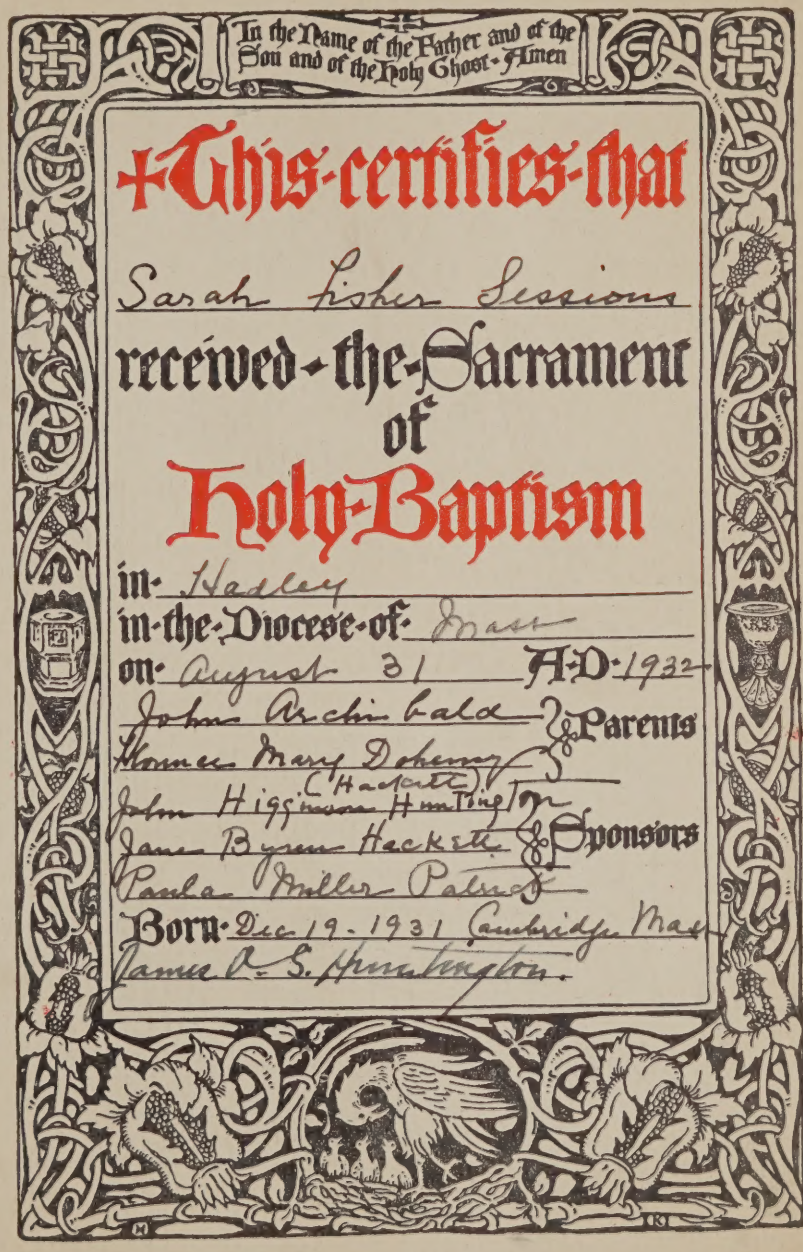
J. Herbert Young.

J. Herbert Young, M. D.

SKYSCRAPERS OF ANOTHER AGE IN MANHATTAN: THE SPIRES OF ST. PATRICK'S CATHEDRAL
Contrasting With Higher Buildings Which Have Risen Since the War, Photographed From the Block in Front of the Cathedral Which Has Been Cleared for Rockefeller Center. (New York Times Studios.)

50½ St – Sakes Fifth Ave past which I walked to work every AM from 6½ on "El" to 42 E. 50½ 1927-1928.

This ceremony took place in the living room of the old house at Forty Acres. The family were gathered not only on Sally's account but also to see the almost total eclipse, which occurred just after this event.


In the Name of the Father and of the Son and of the Holy Ghost - Amen

This certifies that

Sarah Fisher Sessions

received the Sacrament of

Holy Baptism

in Hadley

in the Diocese of Mass

on August 31 A.D. 1932

John Archibald } Parents

Women Mary Doheny }

John Higginson Hemingway (Hackett) }

James Byrne Hackett } Sponsors

Paula Miller Palmer }

Born Dec 19 1931 Cambridge Mass

James A. S. Huntington.

Father James Otis Sargent Huntington
Founder of the Order of the Holy Cross
West Park NY

Patron Saints Otis Aboriginal Humanitarian
Founder of the Order of the Holy Cross
Black Rock Trail

The daily sun bath
Summer 1932 -

Sally looks like nothing human -

The children were put out this way between 8 30 and 10 7c .

More sun bath

Isn't she jovial!

August 1932 -

Concentration

The taboo cigarette!

Jane shows us her Cambridge Hosp. nurses (training) uniform. She had broken her course just one week short of the 1st year in disillusion but not in disgrace. She then took residence in Bolton caring for Tanto and for Uncle who died the following Fall.
Late August 1932.

(The shoes are not according to Hoyle but the cap is important.)

Sally shows her marked resemblance to John in her baldness.

August 1932.

Anne on "Dobbin" Sally on the hip.

Anne with her kitten

Sally very serious and
Anne ludicrous

Jane with Queen Victoria and
Anne with the Prince of Wales whose
sister Beaver was born on my beaver
coat which covered Jane as she slept
on our couch while visiting in February.
P. of Wales later was called "Fat Cat."

Demonstrating the manner with which Uncle James holds Sally for her baptism.

Mrs Iva Nichols, Ann - Dawn + Sally + Helen Nichols - Jane took this picture - August 1932

Dawn + Sally trying to show Sally's height - but she looks terribly fat.

I took a picture of Jane as she took one of the cow. They often look over our back gate like this -

Late Sept. 1932. Taken by cousin Fred W. Paine.
Cos Emily + their daughter Mrs Mary Worthen were along too. Granny + Aunt M-
are in the dim background.

The same picture enlarged. Cos Freddie thought it "lovely"

J. HERBERT YOUNG, M. D.
66 COMMONWEALTH AVENUE
BOSTON

November 17, 1932

Mrs. John Sessions
Phelps Farm
Hadley, Mass.

My dear Mrs. Sessions:

From your description I do not think the lesion on the children's hands is Athlete's Foot, although it is true that the disease popularly known as Athlete's Foot may affect people's hands. I should be more inclined to think that it was due to small areas of infection which may be caused by getting bits of splinters in their hands. In general the treatment is, first cleanliness, plenty of soap and water, and warm boric compresses if the places look especially angry.

Very truly yours,

J. Herbert Young.

J. Herbert Young, M. D.

J. HERBERT YOUNG, M.D.
66 COMMONWEALTH AVENUE
BOSTON

December 1, 1932
re Sally.

My dear Mrs. Sessions:

While it may seem needless to call your attention to so obvious a fact as the importance of vaccination against small-pox, we all know that often the most obvious things are forgotten. Every child should be vaccinated. It may be done at any age, but should be done by the time a child reaches his first birthday.

In addition to small-pox there are two diseases for which there are adequate preventive measures; diphtheria and typhoid fever.

Diphtheria toxin-antitoxin should be given in January at one year of age or any time thereafter. It will protect against diphtheria for seven years and probably longer.

To be protected against typhoid fever is just as important for children as for adults. When children are old enough to eat a more or less adult diet, to travel or go to camp, they should be given typhoid vaccine, and have it repeated every two or three years. Five years is a suitable age to begin.

Since preventing disease is as much the function of the physician as curing it, I feel it is my duty to call these facts to your attention. It is, of course, for you to decide what shall be done.

Very truly yours,

J. Herbert Young

This was our Xmas gift to the children in 1932 - done with the help of Mr Scott who did the walls + Mrs Stabisak who did the shelves other I painted -

mrs Tessie Scott – The children's most devoted friend (and their mother's as well) holding Sally. Anne in her lovely red snow suit given her by Isabel for Christmas 1932. ie – This is the Spring of 1933. Note Sally's basket fastened on the sled but she used to get dumped out frequently.

Early Spring
~~[illegible]~~ of 1933 -
Ann 3 yrs
Sally ~~4 quite~~ 1 yr

} The date was changed because Ann's suit came at Christmas.

It was in this garb we used to travel to Nursery School. Ann should have been with juniors but she was put with Seniors & we had much unhappiness.
Sally learned to climb stairs by going up each morning & then down while I was busy about Ann.
Ann was called Jane Ann at School.

The Babies' Utopia

DOROTHY CANFIELD

ILLUSTRATOR: MAGINEL WRIGHT BARNEY

IT WAS nineteen years ago, when my eldest child was a little girl of two and a half, that I first began wondering what was the real meaning of this notion nowadays expressed by the nursery school, of gathering little children together, away from their families, for many hours of every day.

Now everybody knows that the proof of any pudding is not to be had while it is still being cooked. So I set myself at a long effort to sustain that attitude of mind so difficult for impatient humanity, called "suspended judgment." I would, I told myself piously, observe this new thing before I judged it.

That was what I told myself. As a matter of fact, like every other thinking mother of my generation I was in a frame of mind anything but judicial. I clutched at my little children with as primitive a grab as many mothers of my age did. My reasoning was: "If my little children are to do most of their living in a nursery school, that school is going to be right inside my own home. I'll make one here by inviting the children of other mothers." During the early childhood of my own family that was my way of managing the matter.

After this confession you will scarcely need to be told that my observation of the institution of the nursery school as it developed rapidly in the United States was hardly carried on in as open-minded a manner as I pretended.

But the nursery school under one name and another kept on growing and spreading. So there have been, during the nineteen years since I first began to think about it, an increasing number of nursery schools for me to visit whenever I had another idea about why they wouldn't work well.

I Found a Quiet Life

THE MOST firmly held of those ideas, common to all of us older mothers, was that excitable impressionable children would be far too much "stimulated" as our phrase went, by being with such a large group of children. Hadn't we seen our own high-strung two-year-olds, when visited by other children, stop being "good" and become excited, naughty, hysterical, wild? If only two or three other children could so excite their sensitive nerves, wouldn't they be driven perfectly frantic by twenty? With the conviction that a quiet life was the only healthful one for little children, that what they needed above everything else was just sensibly to be let alone, I went visiting in a nursery school.

And there—as you already know if you've ever visited a nursery school—I found a quiet life. There was no getting around the evidence of my eyes. The children in the nursery school were at peace. Anybody could tell that by looking at them. The littler ones, those eighteen-months-old toddlers, whose absence from their families had so clutched at my heart, seemed actually more placid and relaxed than at home. They did not seem to be half so much stimulated by that large group of little children as by one adult mother at home.

As to being "let alone," everyone was much more let alone in the nursery school than at home. There was none of that insistence on the duty of incessant participation in group life which marked the earlier kindergartens. The director steered the older children, great creatures of three and four, in their games, told them stories and taught them some songs, but she made no effort to speed up the natural rhythms of any of them, especially of those tiny tots about whose nervous systems I had been so anxious. I couldn't see that anyone paid any attention at all to them. They trotted around after the big three- and four-year-olds, watching their fascinating goings-on and joining in a little, till they had had enough. And when they had had enough they stopped.

Were They Let Alone Too Much?

IF IT WERE indoors they sank down on little chairs in a peaceful haze, or played with blocks, or lay on the floor looking at picture-books. If it were outdoors they fell to that aimless happy patting of mud pies, or pushing about of little wagons, or dreamy poking of small fingers into sand. Nobody wanted them to stop resting and get washed up and put on pretty clothes to come and show off to a lady caller. Nobody sat within hearing and talked adult talk that started harmlessly with fashions and insensibly slid into the latest murder till the round eyes and startled face of the unnoticed child warned the talkers, too late, that they were being listened to.

In short, I began to change my tactics. I had said that it was good for little children to be let alone because I thought that was what the home did better than the nursery school. Now that I saw it was the other way about I thought hastily, perhaps the nursery school lets them too much alone! How could their affections develop without practice; how could they learn to love their mothers without living with them?

The first time I set out thinking on this line I was interrupted by a young neighbor coming in, white and shaken, to say she had been having one of her regular storms with her three-year-old. It had been a bad day for him, one of the days when she and he seemed to get on each other's nerves so that all day long there was nothing but friction; and it had ended in what would have been, if the child had been her size, a free-for-all fight, but since the mother was bigger and stronger, in what is known as a "good" spanking. I couldn't but think to myself, "If anything like that happened even once in a nursery school, we mothers would all go and tear it down with our bare hands. But without a qualm we leave little children in

homes where that inevitably happens every once in a while."

Later trying hard to get around this piece of evidence, I told myself triumphantly, "But that is an exception. *There* is a child who would be better off in a nursery school. But not those children with mothers who don't rub them the wrong way." I pushed down out of sight my observation that in most American homes where the mother has no one to help her take care of young children, where she must manage to do all the work as well as to take all the responsibility for one or two or three little children, the mother is seldom able to achieve the superhuman task of always keeping her serenity and sense of proportion, and always contriving to surround the children with the moral atmosphere of peace and quiet and "letting alone" which is the only one sure way to keep them free from nervous tantrums.

But however did these nursery-school people, those easy relaxed smiling women, keep their tempers?

More observation, half angrily carried on in a spirit of jealous envy, revealed the fact that they did not need to keep their tempers because their tempers were almost never tried. Before undertaking their jobs they had given intent study to little children, their tastes, needs and habits, and with this in mind had planned a program for the day, every day, all of which was suited to the children. Group play; individual play; story-telling; handling interesting raw materials like paper and crayons and clay and blocks; out-of-door fun; simple meals eaten not alone with an impatient spoon-wielding mother, her eye on the clock, but as we all like to eat, with plenty of leisure around a table with contemporaries of like tastes and interests; a long nap; the singing of songs; swings and chutes and spades and rakes and sand piles.

One Overworked Young Female

HOW, I thought impatiently, could a mother, just one hurrying overworked young female, trying to keep house, prepare food, answer the telephone, be a good wife to her husband, buy supplies, write letters—and incidentally satisfy a few of her own needs and tastes—how could anybody expect her always, all day long, every minute also to provide an ideal life for little children? It was not just her self-indulgent pleasure with which the care of the children conflicted, but other duties as imperative—to her husband, to her parents, to the older children, to the community, to herself.

I won't take time to tell you in detail of all my other trips of investigation. Just one more will be enough, my inquiry of a doctor in a fashionable suburb of a big city, many of whose well-to-do little patients attended a nursery school. His answer was, "I'm no sociologist and I can't prophesy what it's going to do to the structure of society and all that sort of thing. But as a doctor I can just tell you it is one grand thing for the children's health."

I demanded details.

"Well, they eat much better; no rows about getting the right food down them. And they sleep better because they take a nap every day and because they don't have those nervous explosions that blow up in every happy home every so often. Just the one matter of the functions of evacuation—usually the subject of one long wild wrangle between child and his mother—gets cared for in a nursery school with no fireworks. That's an enormous help in health—not to have the occasional involuntary wetting or soiling of drawers treated as a tragic and obscene matter, emotionally associated with a degree of shame probably greater than any that is felt in after life over any calculated crime. The women in charge of nursery schools have studied enough to understand the importance of bringing those bodily functions under control without leaving ragged scar tissue in the child's nervous system. And the nurse—you forget the most obvious health element, the looking-over every single morning by a trained nurse who has had wide experience with children of that age. The amount of trouble that's headed off by her services is beyond belief.

"And the nursery school is a great help to doctors. We used to be perfectly helpless before the fool mother who replies to advice about early bedtimes and the proper diet by saying, 'Oh but, Doctor, that may do for other children. But my Billie just will have candy. He cries himself sick when we don't let him have it.' Or 'My Lucy is different. She can't go to sleep early. It just makes her nervous.' Before the advent of the nursery school a doctor could do nothing with such a woman. Now he can persuade her to put the fat fretful Billie and the pale thin nervous Lucy into a nursery school and then let nature take its course. Every time such a mother visits the school she sees for herself that Billie can eat cereals and brown bread and lettuce and live in perfect comfort without quantities of candy, and that Lucy, growing daily less pale and nervous, is just like any other little girl in needing lots of sleep."

In the Days of Our Grandmothers

"BUT THE mothers, Doctor!" I pleaded and very earnestly too, with a lump in my throat as I thought of them, "the poor young mothers cut off from the best part of their education. Don't they miss something ineffable and priceless? Haven't you any sympathy for their bereavement?"

He said a little drily, "You haven't seen as many mothers as I have. Maybe it would have been a bereavement for you. But it's not at all for many mothers. It's a relief to them, to their children and, believe me, to their doctors! No, don't go thinking of them as unnatural monsters because they don't happen to be gifted for living with little children. That's a special gift as much as an ear for music or a knack for sports. You wouldn't blame people for not having those gifts. There are lots of other useful things they can do. And as for the mothers who really would love to live with their little children and would feel deprived to be separated from them, let them go where their children are. Lots of them do. You act as though you'd never heard of coöperative nursery schools. Or didn't know that many many mothers have regular times of service in them; which service, by the way, is just as good for them as nursery-school life is for children. They're simply transformed for the better by what they learn in working with a trained director and a sizable group of children. Taking care of other women's children along with theirs, they are saved from that ingrowing narrowness that comes with exclusive concentration on your own in any department of life."

It was about this time that I asked myself with an honest anxious painful desire to know, "Why is it so much harder for present-day young mothers to manage the care of little children equably than for their great-grandmothers and grandmothers?" I moved toward the shelf to take out those serious masculine history-books on which I had always leaned as my sole source of information as to how our great-grandmothers lived.

And stood still, pierced by a new idea. Such writers only set down the facts of life in the past. And facts make no sense till one has imaginatively interpreted them.

What were those facts? What was it historians were always saying about the industrial organization of society and what its system of wages had done to women? "Taken them out of the home," the familiar phrase ran. That must mean that before the industrial revolution they were in the home. Somehow I had never actually visualized what it would mean to have all the women in the home. Of course practically none of the extra women without husbands had their own homes. "The home" meant that of some male relation. Rich or poor, his house must provide food and lodging and clothes for them because they had no other way to live.

When a child was born into a home, almost any home of that period, he found around him as he grew up lots of folks, young and old, under the same roof—single aunts, or widowed ones with children of their own, spinster cousins of his parents, unmarried uncles, at least one grandmother or grandfather, maybe a great-aunt or two thrown in for good measure. In addition to this throng of relatives, most of the household necessities were taken care of right in the home: an itinerant serving woman came to sew, another woman came once a week to do the washing, chairs were mended or upholstered by a workman who came to the home; if the family was even a little prosperous (wages were very cheap) there were serving women of various kinds. The home was like a beehive filled with a hum of active life. And there were plenty of grown-ups around not too busy to take over a part of looking out for the children.

From such a throbbing thickly populated old-time home, with one just like it across the village street and another on each side of it, the children from all of them playing around in a big group under the collective care of several women who had little else to do than to supervise them, I looked back at our modern scene.

Which corresponded more closely to that old-time home? The solitary young mother with one child or two in an apartment or small house, obliged to share practically every moment of every day with the child, and to force him to share many of her adult activities, like shopping, because she has no one to leave him with even for a short time? Or the nursery school, with a sizable group of children under the care of women who, during the hours they are occupied with the children, have no other duties to distract them? The only real difference seemed to be that in the old-time big-family and neighborhood system the extra women who really took care of the children were without any special preparation for the work; whereas the women in the nursery school have all undergone careful training to prepare them to make a good job of the care of little children.

But nobody knew that their casual, "Well, good-by," was an eternal farewell. And to tell the truth the women left alone in "the home" were delighted to see the last of them. I am old enough to have seen the last of that exodus and to remember the aching relief it gave everybody to have cranky trouble-making Aunt Nellie, hysterical Sister Anna, and snooping fault-finding Niece Emily out of the house. Do not think for a moment that under the old patriarchal system life was all sunshine and kisses. How could it be with all those occupationless untrained women imprisoned in other women's homes, dependent on other women's men, helpless and weaponless to arrange life to suit them?

But their departure left the daughters of my mother's generation stranded; tied hand and foot to their babies and little children as mothers had never been before. Nobody to watch the baby even for ten minutes while they took a bath. Obliged to drag the toddlers around with them on all sorts of unsuitable errands as children had never been dragged before, astonished and remorseful because they seemed to be much more nervous, less serene than their grandmothers.

Those few who had money enough tried nursemaids and for many years the extraordinary spectacle could have been seen of mothers leaving their adored little children helplessly in the hands of ignorant young girls, girls whom no housekeeper would have trusted for a moment to wash her cut glass. But what else was there to do?

A Return to Group Life

IN OTHER words I saw to my surprise that the nursery school was not in the least new but rather an attempt to hold on to one of the oldest human patterns, group life. There was nothing mysterious or surprising in its working so well. Why wouldn't it? It is only a reconstruction of the way in which children always have been brought up. What was new and temporary was the system the nursery school is trying to supersede—the one my generation had grown up in and hence took for the only natural one—the system of one or two children alone in a house with one woman.

They have slipped out of the house so gradually, all that crowd of extra women! If they had all marched off together down all the front walks at once, four abreast, we should have known that something was happening to which we should need to adjust ourselves by making changes in home life.

New Homes for Old

WHY THEN did we so passionately object to putting children under the care of the trained, intelligent, mature and responsible women in charge of the nursery school, and secretly determine to circumvent its intention of separating children from their families? Simply because we did not see that the industrial revolution had long ago separated their families from them.

If a modern child should try to live with his family as children used to, it would not be enough for him to stay away from a nursery school. To find his family, he would need to run all day long from office to factory, from classroom to shop. The manufacturing modern world carried off first his father, and after him all those clustering female relatives and female houseworkers, leaving inside the home just one young woman and one or two children. Now one young woman, multiply her activities as she may, cannot supply the group life for her few children which children of all preceding ages got from home life.

Why didn't somebody tell us in plain words we could have grasped, "Quit talking about what the nursery school is likely to do to the home. What has been done to the home was done by factories and the wage-system long before anybody dreamed of nursery schools. What the nursery school is doing is to make a mighty good job of helping you pick up the pieces of the old home and make a better new one."

Adding perhaps, if we winced under the roughness of this good advice, "Yes, yes, I know it seems hard, seems sad. Any change even for the better means wrenching away from things loved in the past. But old people are the only ones who have the right to conduct loving funeral exercises over dear things left in the past. By the condition of being mothers, you are concerned with the present and future. What are you in the world for, if not to face with brave hearts what the present gives you, and with cheerful valiance shape it into comeliness for your children?"

This undated report was early in Spring of 1933.

To the Sessions, D.H.S. and J.d.S-

After watching your child again today I also submit "reflections" to:-

Her social reactions resemble those of the well-known "only child":

(a) She seeks the adult eye and approval

(b) She lacks the normal technics for social intercourse with those of her own age and resorts to touchers,- such as laughing (a hollow kind of laughter) and too strained mannerisms.

(c) She is unable to lose herself in play with the group,- seeming "absent-minded" and "aloof",- her watcher eye elsewhere.

(d) She clearly feels ill at ease when the children fail to give her the warm approving attention she is accustomed to receive from adults. She is temporarily down cast when she receives a direct rebuff from another child. She becomes ingratiating.

However,

She is wholesome and healthy, with a physical equipment and the dynamics favorable to success

in leadership.

She has charm and personal excellencies which will draw the others to her as soon as she has learned how not to antagonize.

I beg to suggest that she is undergoing a very wholesome, if somewhat rigorous, experience, one designed to develop the social virtues.

I solicit your own further observation and reports upon the after-school reactions.

Further,

Let me plead ourselves to watch sympathetically and to try (as the adults here can) to compensate by shielding her when moments arise against her extremely and by making her feel secure and at ease among appreciative friends.

Sara Ott.

For

2/10/33

2/17/33.

Happy Easter!

From Jane Ann

On the occasion of a surprise picnic which we were preparing for John - May 21/33. Mrs Nichols + Sally Marlene - Eunice Jane Ann D H S.

Note the "old garage and ice house" below find the "new garage" made by our own labor + material in the Fall of 1934.

SMITH COLLEGE NURSERY SCHOOL

Report for term ending June 9th 1933.

Name Jane Ann Sessions

Physical Status and Development

Physical Growth

Date		Inches	Lbs.	Ozs.
Height at the beginning of the school year	Jan. 16th	38½		
Weight at the beginning of the school year	Jan. 16th		36	7
Height at the close of the school year	June 6th	39¾		
Weight at the close of the school year	June 6th		37	7
Gain in height during the school year		1¼		
Gain in weight during the school year			1	
Average gain in height for that particular age		1⅛		
Average gain in weight for that particular age			1	1

(Merrill Palmer and U. S. Bureau of Education Standards)

Posture judged by pictures - ~~October~~ _____

Posture judged by pictures - ~~June~~ May fair

Attendance:

	Number of Days
Absent for any reason (except colds)	36
Absent on account of colds	
Average number of days absent on account of colds for entire nursery school (whole school year)	16
Number of days school was in session. 1st semester	79
2nd semester	77

SMITH COLLEGE NURSERY SCHOOL

Report for term ending _____

Name _____

Physical Status and Development

Physical Health

Date Inches Lbs. Gain

Height at the beginning of the school year

Weight at the beginning of the school year

Height at the close of the school year

Weight at the close of the school year

Gain in height during the school year

Gain in weight during the school year

Average gain in height for that particular age

Average gain in weight for that particular age

(Merrill Palmer and U. S. Bureau of Education Standards)

Posture judged by pictures - October

Posture judged by pictures - June

Attendance:

Number of Days

Absent for any reason (except colds)

Absent on account of colds

Average number of days absent on account of colds for entire nursery school

Number of days school was in session.

Appetite

Mid-Morning Lunch good

Dinner good

Special likes none evident

Special dislikes baked custard

Sleep after dinner (since isolated during sleep time)

Average time it takes the child to fall asleep 10 minutes

Average time the child is asleep 45 minutes

Quality of sleep very restful

Eliminations

Frequency oftener than routine times

Accidents none

Independence complete (with elastics in bloomers)

Signed Elfriede Schneider

School Nurse

Recommendations by the School Physician

Signed

School Physician

SMITH COLLEGE NURSERY SCHOOL

Report of Jane Ann Sessions June, 1933

I. Physical Activity and Interests

Jane Ann is very energetic in her play, entering into self-chosen activities with great enthusiasm. It is a joy to watch her because she is so whole-heartedly enjoying herself. Having as fine a physical foundation as she has gives her a great advantage in any kind of physical activity and seems to be a very important factor in her joyous way of living and her characteristic beaming smile which lights up her whole face.

She has splendid muscular coordination, can climb, balance herself, run about with great facility, seldom tumbling and often ~~then~~ catching herself so quickly that she avoids getting hurt.

At times she does a great deal of purposeless "dabbling" and dashing about from one activity to another and back again which is not unusual for her chronological age, but is not quite in keeping with her otherwise general maturity. She can also at suggestion settle down for quite a lengthy period of time in one place with one activity and though she varies it very frequently she still does limit herself to that particular material.

We find it very relaxing and a preventive of fatigue to make such a suggestion to her occasionally. She is so easily stimulated, so very alert to everything in her environment that she tends to become very tense, pugnacious and uncontrolled if allowed to pursue, unhindered, her "dashing course," which inevitably results in strained relations with those about her.

With such good coordination Jane Ann is very capable of taking care of herself almost completely in a dressing or undressing situation, but it is noticeable that if there is a chance of getting an adult to put on her wraps for her she sees that the invitation is promptly extended. But she is equally quick to absorb herself in solving her own problems if her invitation is not enthusiastically accepted but rather the casual suggestion is made that she herself can easily do the task. She is quite elated when she succeeds and generously praised. Though we hope that the time will come when Jane Ann gets enough satisfaction in the achievement itself and her own joy in it so that no adult praise is even wanted and much less needed.

Jane Ann is very creative in her play, and readily sees possibilities in the materials at hand. She sees stories in pictures, romping dogs in irregular splotches of color which, when looked at carefully, do seem to organize themselves into a dog; body, head and legs. Manipulative activities do not seem to appeal to her for any length of time. She has so many ideas to carry out they keep her from being interested in pure manipulation. Her ideas are still far beyond her ability to execute but a little more experience with materials will bring about a better balance.

Jane Ann is very susceptible to music. She learns songs very quickly though sometimes getting her own version of the verses. She makes up many songs, often taking some phrase she hears as a theme and fitting a tune to it.

Her stories are also most interesting and very mature for her age, much more than an enumeration or description of objects.

She is very fond of swinging, particularly of being swung, thus inveigling an adult into her service and bringing herself to the adult's attention. Our attempt to increase her experience with her age group and lessen her dependence upon adult attention, by suggesting that she ask some child, perhaps naming one, seems to be working out successfully.

Jane is very amenable to suggestion, particularly if we are casual enough and show no annoyance, impatience or "personal upset" when situations arise. She never seems to miss a shade of expression or a muscle tension on our part and quickly knows when she "has us." Having grown up to an age when she should be "trying her wings" anyway -- if she follows the usual process of development -- she very well knows that there is such a thing as non-conformity, and sometimes one gets more attention from a little of that than from being a peaceable, tame conformist, so she frequently challenges adult authority and with some assisting undergraduate occasionally gets most gratifying results (if her facial expression is any indication.)

II. Mental Status

Jane Ann is most alert and observant of the qualities of objects -- softness, smoothness, fragrance. She seems to get great enjoyment out of the use of her sensory powers.

Her language is unusually mature for her age and her vocabulary extensive and extending rapidly for she picks up any new word or phrase she hears and says it over and over, almost to herself -- then, one day, out it comes in her conversation.

She is a great imitator of gestures, intonations, accents,

mannerisms, phrases frequently heard, and almost the attitudes they imply, which is both a great potential advantage and a great danger.

We notice how her tone of voice varies with different people, sometimes high and a bit affected or insincere, sometimes poised and without strain, pleasant and unself-conscious.

III. Social Emotional Status

The impulsiveness shows up here as in other relationships. Jane Ann may throw her arms around some child or adult, usually the latter, and spontaneously give some oral confirmation of affection. She also is as quick to say she doesn't like someone, if they do not grant her wishes.

Her usual manner with the children is one of affection, more protective toward the younger ones, and often growing into teasing with the older ones in the process of trying to compete with them. In a situation where she is under the stimulation of competition from children a little older she occasionally becomes an on-looker, usually for a brief time, and then resorts to stunts, shouting, silliness, teasing, or some boisterous behavior, sometimes pushing, slapping or knocking down in an overstimulated way, apparently with no malicious intent, often with great "scientific" interest in the reactions of the "slapped."

She is a child with a most winning personality, very easily making friends with either adults or children. Often the favorite of the students or visitors, she stands out as a dynamic, joyous child.

Almost all her undesirable behavior can be traced to being overstimulated, (which is very difficult to prevent in a child so alert and interested in everything and everybody), and to her desire to be "the center of attention," particularly with adults, which she will most cleverly achieve by devious means.

A satisfaction in activity for its own pleasure and the pleasure of one's own knowledge of accomplishment would be a great gain in Jane Ann's social, emotional adjustment; that, and learning to adjust to loss or disappointment.

— Mary E. Woody

Granny in the R.M.
Taken by Roger.

Jane Ann in
early
Summer
1933.

When she was
flower girl on
a visit to
Granny.

Taken by Granny

Jane Ann - "Mummy" & Sally early summer 1933.

By August Ann's hair had been cut! Doodle in background.

Aunt Molly in deck chair -
The Andrews's Plymouth car.
Taken during the last
2 weeks of August.

Billy & Nigel Andrews - Ann on Nigel -

Ami's legs Sally John's legs -
in the Connecticut River.

Trushka More Sally and John -

Anne with the Prince of Wales + Sally showing her hair

Sally in Anne's bathing suit!

Anne in meditation -

Sally showing Ann's suit to greater advantage. She had no fear of the water. But she is used to it as this was her 2nd year at the river tho she's only here a year and a half in age.

Just after this swimming Ann developed a mild case of broncho-pneumonia with a very high fever but as long as it was not poliomyolitis I was relieved. It was about two weeks after her tonsils + adenoids had been removed by Dr Collins (Aug 15th) At that time she stayed over night in semi private ward alone but for one other child. She had no complications save for the pneumonia. about Sept. 10th

Ann started Nursery School again in late October and went through the year – 1st all day then in 2nd semester only ½ day. Connie Higgins picking Ann up at noon when she went for Curtis (whom) took over in the morning. Ann was under Miss Towne.

These were my choice to be combined for a Xmas card, taken in Nov 1933 or October.

A family gathering taken
for Christmas 1933.

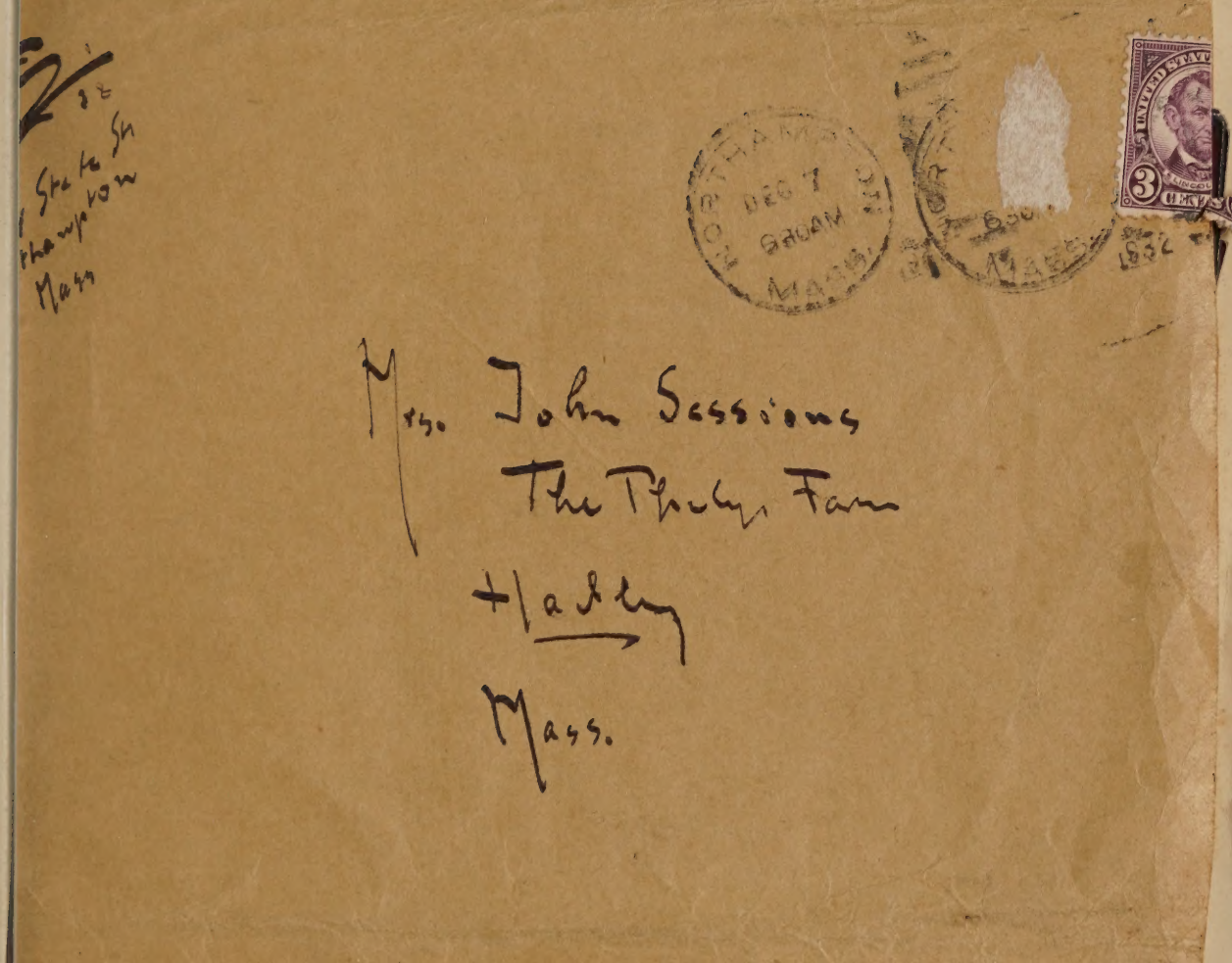
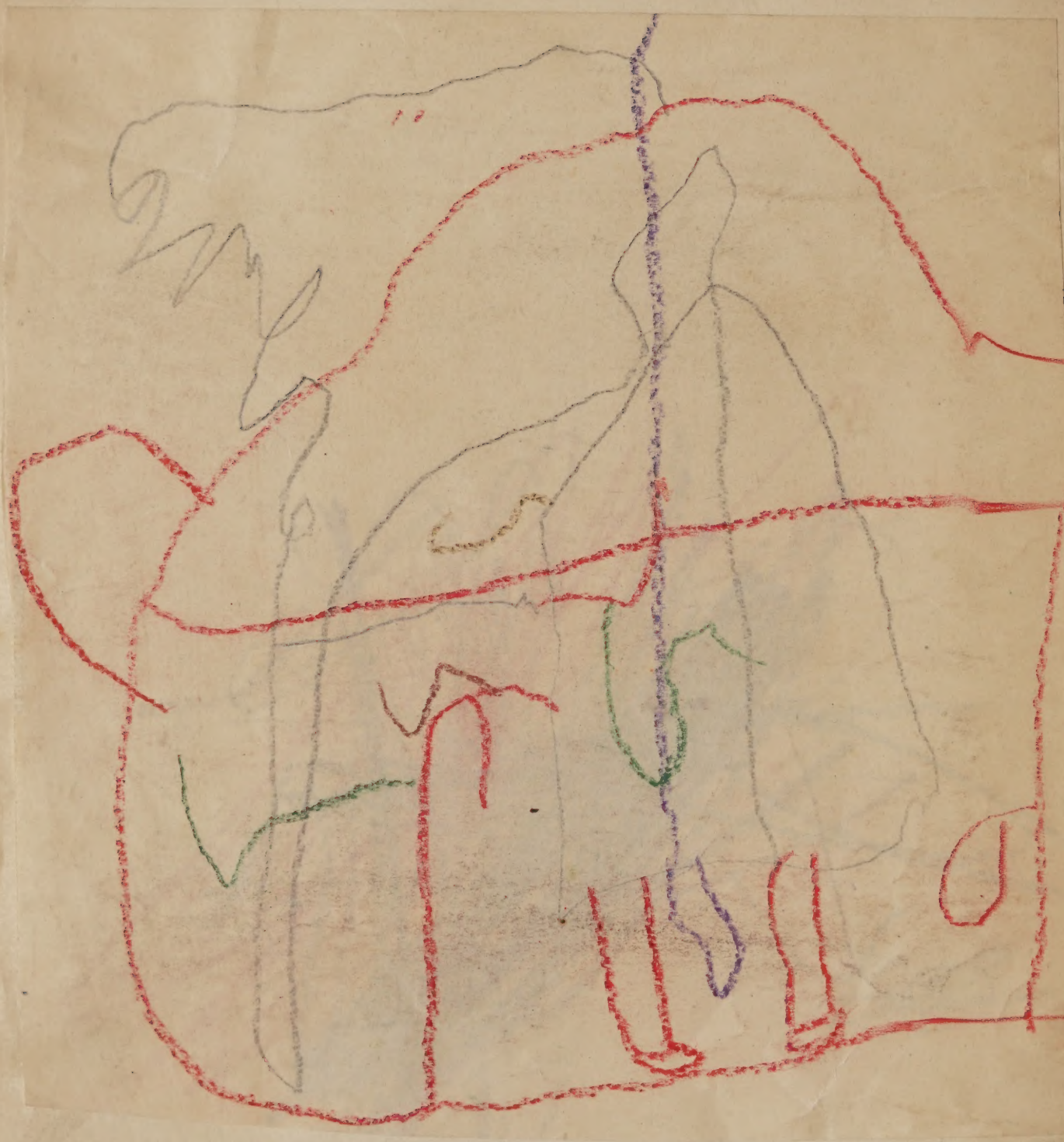
SHAKESPEARES

Dawn
Ann
Sally
Sessions
Dec 1932

Ann and Sally showing
respective heights and
general features. Fall of 1933
October or November.
Ann has new leather coat from Best's

Nov 12th 1933 Jane Ann and Sally "all dressed up" waiting for their guests: Granny Aunt Molly, Kay Wilcox, Frances Abbott, Edward Hoffe (and their mothers) who were invited for Ann's birthday. Granny brought a beautiful cake + the four children had a nice celebration, so did the spectators. It was not free of the usual party tears + howls however. Resolved: to omit spectators as far as possible in future.

"Winkie" a cat born on Aug 15 was given to Frances Abbott on her birth day Oct. and was spayed + subsequently returned to us. I remember the date because Gretel started having this kitten in the clean clothes as I hurried off to pick up Ann at the Hospital. I had to make up a delivery Room for the cat first.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